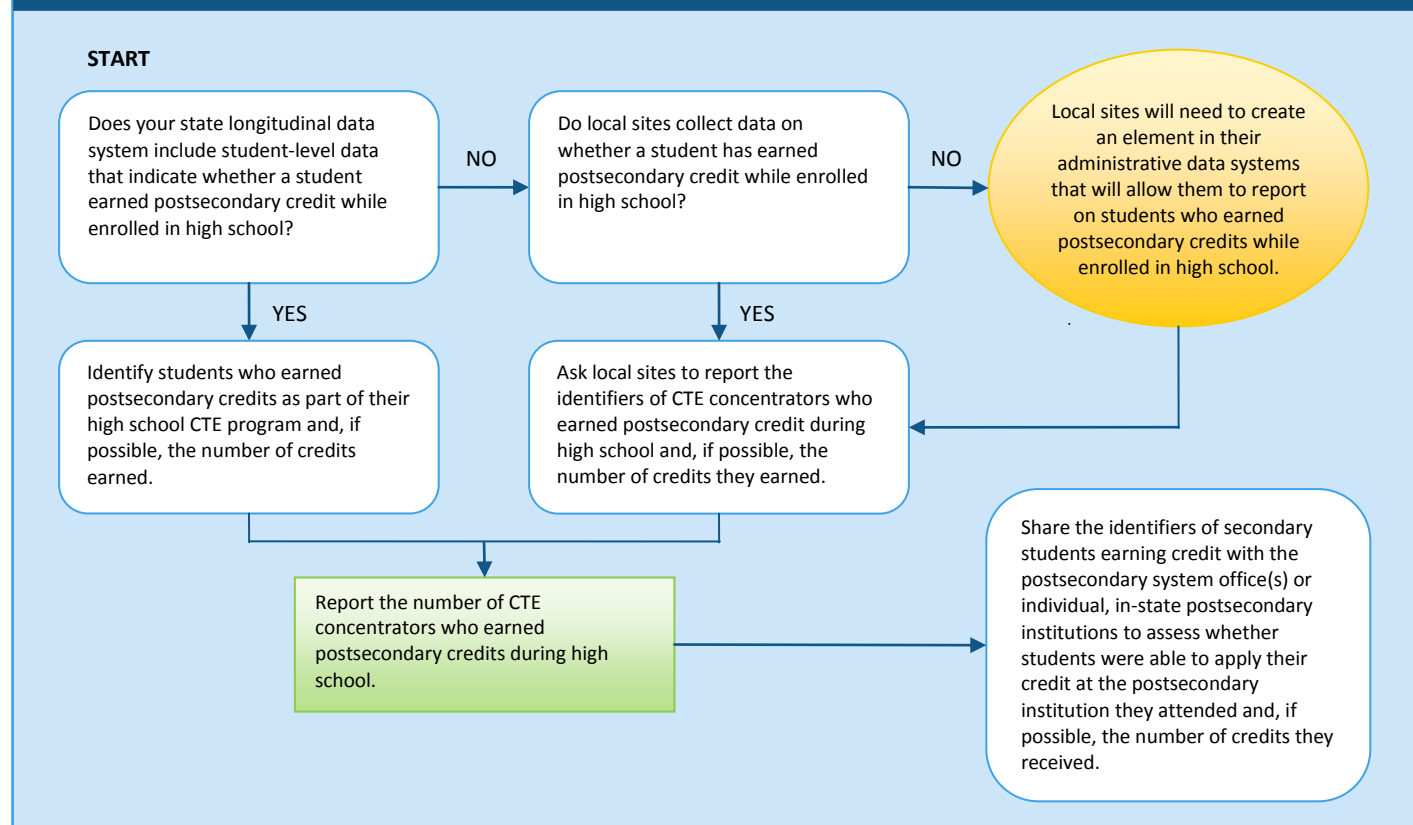


# Postsecondary Credits Earned in High School



## MEASURE CONSTRUCTION

Percentage of secondary CTE concentrators who earned a postsecondary credit (technical or academic) while enrolled in high school and who left secondary education during the reporting year.

- **Numerator:** Number of students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year and who earned any postsecondary credit at any point during high school and exited during the reporting year.
- **Denominator:** Number of students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year and who exited during the reporting year.

## FREQUENTLY ASKED QUESTIONS

### Q1: How should courses that award postsecondary credit be identified?

A1: States should consider adopting a common course numbering system and using this system to identify secondary courses that qualify for the award of postsecondary credit. This will entail creating state guidance/policy defining eligible courses, establishing statewide course articulation agreements, adopting postsecondary institutional policies for establishing a college-level course, and/or promoting secondary-postsecondary faculty collaboration and agreement on secondary course content and assessment criteria. States lacking a common course numbering system will need to develop statewide policies that establish minimum criteria for local providers to follow in identifying secondary courses offering postsecondary credit.

### Q2: Should I include CTE concentrators who earned postsecondary credit in non-CTE courses in the measure?

A2: Any CTE concentrator who earned postsecondary credit while enrolled in high school—for example through a dual credit, concurrent enrollment, or similar arrangement—and who exited during the reporting year should

be included in the numerator of the measure. This includes credits earned in both academic and technical courses that meet the state requirements for the award of postsecondary credit. States should also have the ability to assess whether credits earned were in academic or technical subject areas to allow for in-depth analyses of outcome data.

**Q3: How should credit data be integrated into state administrative record systems?**

A3: States will need to include the following elements in their state longitudinal data system to track the award of postsecondary credits:

- *Course indicator* A flag (or code within an existing course identifier) that indicates whether a course offers students the opportunity to earn postsecondary credit.
- *Credits earned* The number of postsecondary credits that a student earned.
- *Subject area* The type of credit (academic, technical, or other) in which the credit was awarded.

**Q4: Not all students who are awarded postsecondary credit during high school and who pursue further education apply their credits at the postsecondary level. How can I fix this?**

A4: Students may not receive credit when they enroll at a postsecondary institution for a variety of reasons, including students not remembering that they have earned credit, institutions not being informed that students have earned credit, institutions requiring that students pay a fee to apply the credit, or institutions choosing not to accept the credit (e.g., because of the student's grade). To ensure that students apply their credit, consider the following options:

- Record the credit on students' official high school transcript so that postsecondary institutions receive the information;
- Provide students with official documentation that they can present when they enroll;
- Forward information from the state secondary administrative data system to the postsecondary system office (if one exists) or individual, in-state institutions so that information is available; or
- Negotiate statewide agreements to ensure that all postsecondary institutions use consistent criteria when evaluating students' credit and do not charge additional fees.

**Q4: How can I tell if postsecondary credits awarded in high school were applied at the postsecondary level?**

A4: The simplest approach is for state secondary data analysts to create and transmit a file to the postsecondary system office(s) that identifies high school students who were awarded postsecondary credits. This file can be matched against postsecondary data records to identify students who applied any credits, the number of credits applied, and the programs or course work in which the credits were used. In the absence of a statewide postsecondary data system, states can share student records with individual, in-state postsecondary institutions. Less efficient options include having partnering secondary and postsecondary institutions track CTE concentrators transitioning across levels or having state or local education agencies conduct follow-up student surveys to assess credit status. The reliability of survey data may be low, however, since students may not be aware of credits earned or if they were applied.

**Q5: How should I use the credit data I collect?**

A5: States may conduct various analyses to assess how credit data benefit students. For example, states can calculate the return on investment for students awarded dual credit, assess the extent to which credits are applied and in which program areas, and whether certain types of students are more or less likely to earn and/or apply postsecondary credit (e.g., controlling for sex, race/ethnicity, or socioeconomic status).